



July 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards, known as *Learning Results*, adopted by the Maine Legislature in 1997. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure achievement. As last year, the mathematics portion of the SAT Reasoning Test™ was augmented with 18 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results*. Additionally, Science and Technology testing resumed this year after a two-year hiatus. The combined tests form the Maine High School Assessment (MHSA).

Because the MHSA Science & Technology achievement level standards had not been revised in 2006 like all other disciplines, it was necessary to revise the standards for that discipline this spring. The new achievement level standards are the result of a comprehensive process informed by Maine teachers and reviewed by advisory committees. The achievement level standards for the 2008 Critical Reading, Writing and Mathematics sections of the MHSA were not changed.

These 2007-2008 Maine High School Assessment Summary Reports contain the results of student performance in critical reading, mathematics, writing, and science & technology reported according to the achievement standards described above and disaggregated by student and school characteristics. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores for most students may also be used for college admission, scores for students who received accommodations during the test administration that exceeded those made available by the College Board are not college reportable.

The state results reflect scores based on SAT, Math-A, and Science & Technology test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The MHSA employs a design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics and science & technology questions, and in all subjects, select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: [http://www.maine.gov/education/sat\\_initiative/](http://www.maine.gov/education/sat_initiative/).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron  
Commissioner of Education



# High School Report

Test Date: May 2008  
ID: 11811435  
SAU: Windham School Department  
School: Windham High School

## Contents of the Report

The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores .....	2
Summary of Student Participation .....	3
Critical Reading Results .....	4-5
Mathematics Results .....	6-7
Writing Results .....	8-9
Science Results .....	10-11

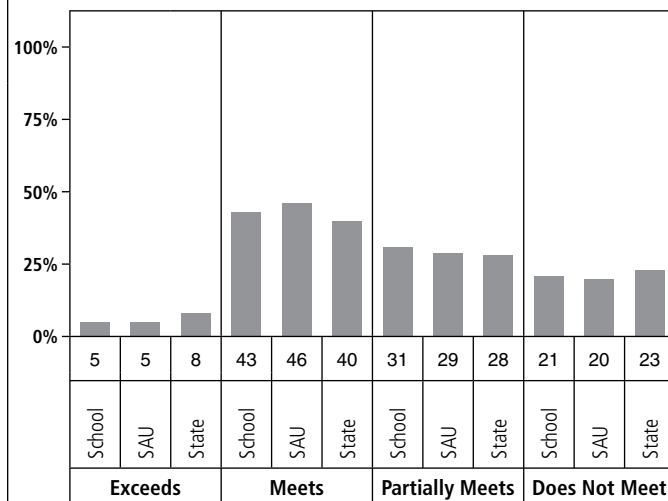
# SUMMARY OF SCORES

Test Date: May 2008  
SAU: Windham School Department  
School: Windham High School

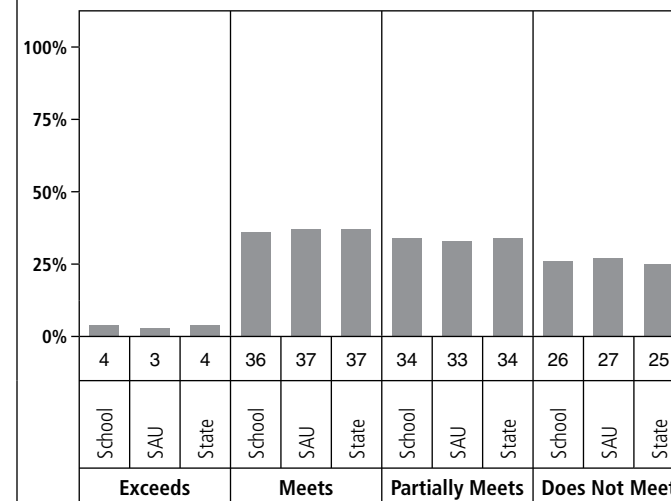
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>Critical Reading</b> 2006–2007 2007–2008	1139 1141	1138 1142	1141 1141
<b>Mathematics</b> 2006–2007 2007–2008	1139 1141	1139 1141	1140 1141
<b>Writing</b> 2006–2007 2007–2008	1140 1140	1139 1140	1141 1140
<b>Science</b> 2007–2008	1141	1142	1141

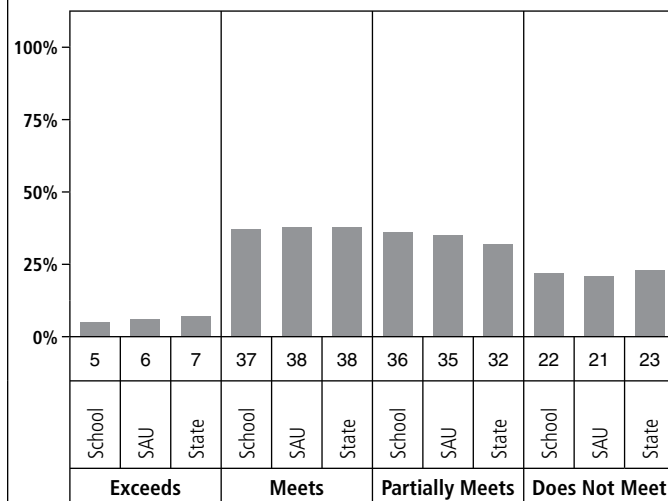
## CRITICAL READING



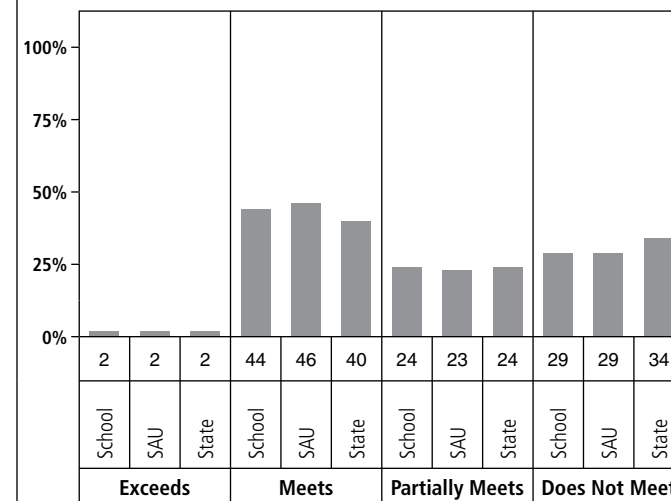
## MATHEMATICS



## WRITING



## SCIENCE



# SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2008  
SAU: Windham School Department  
School: Windham High School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students	229	100	201	100	15604	100	215	94	188	94	14875	96	226	99	198	99	15165	97	215	94	188	94	14869	96	221	97	194	97	14961	96
Ethnicity African American/Black	6	3	6	3	305	2	6	100	6	100	261	86	6	100	6	100	286	95	6	100	6	100	260	86	6	100	6	100	280	93
American Indian or Native Alaskan	0	0	0	0	103	1	0	0	0	0	95	93	0	0	0	0	97	95	0	0	0	0	95	93	0	0	0	0	93	91
Asian or Pacific Islander	3	1	3	1	215	1	2	67	2	67	194	90	3	100	3	100	202	94	2	67	2	67	194	90	3	100	3	100	200	93
Hispanic	1	0	1	0	140	1	1	100	1	100	118	84	1	100	1	100	123	88	1	100	1	100	118	84	1	100	1	100	120	86
Caucasian/White	219	96	191	95	14841	95	206	94	179	94	14207	96	216	99	188	98	14457	98	206	94	179	94	14202	96	211	96	184	96	14268	96
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	28	12	22	11	2247	14	24	86	19	86	2065	93	27	96	21	95	2138	96	24	86	19	86	2060	92	27	96	21	95	2081	93
Current LEP	5	2	5	2	648	4	2	40	2	40	508	79	5	100	5	100	564	87	2	40	2	40	507	78	5	100	5	100	534	83
Economically disadvantaged	35	15	33	16	4028	26	28	80	26	79	3682	92	34	97	32	97	3831	95	28	80	26	79	3679	92	33	94	31	94	3755	94
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100

MODE OF PARTICIPATION <sup>3</sup>	Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N		N		N		N		N		N		N		N		N		N		N		N	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Participation without accommodations	207	90	183	91	13042	84	218	95	193	96	13332	85	207	90	183	91	13042	84	213	93	189	94	13192	85
Identified disability (PET/IEP)	18	9	15	8	739	6	21	10	17	9	810	6	18	9	15	8	739	6	21	10	17	9	791	6
LEP	2	1	2	1	399	3	5	2	5	3	456	3	2	1	2	1	399	3	5	2	5	3	436	3
504 plan	2	1	2	1	196	2	2	1	2	1	204	2	2	1	2	1	196	2	2	1	2	1	201	2
Participation with accommodations	4	2	3	1	1623	10	4	2	3	1	1624	10	4	2	3	1	1625	10	4	2	3	1	1567	10
Identified disability (PET/IEP)	2	50	2	67	1117	69	2	50	2	67	1119	69	2	50	2	67	1119	69	2	50	2	67	1088	69
LEP	0	0	0	0	93	6	0	0	0	0	93	6	0	0	0	0	93	6	0	0	0	0	83	5
504 plan	0	0	0	0	58	4	0	0	0	0	58	4	0	0	0	0	58	4	0	0	0	0	55	4
Other	2	50	1	33	367	23	2	50	1	33	366	23	2	50	1	33	367	23	2	50	1	33	353	23
Participation through alternate assessment (PAAP)	4	2	2	1	209	1	4	2	2	1	209	1	4	2	2	1	202	1	4	2	2	1	202	1
Identified disability (PET/IEP)	4	100	2	100	209	100	4	100	2	100	209	100	4	100	2	100	202	100	4	100	2	100	202	100
LEP	0	0	0	0	15	7	0	0	0	0	15	7	0	0	0	0	15	7	0	0	0	0	15	7
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0																		
Approved non-participation – special consideration	0	0	0	0	36	0	0	0	0	0	40	0	0	0	0	0	36	0	0	0	0	0	38	0
Non-participation – other	14	6	13	6	693	4	3	1	3	1	399	3	14	6	13	6	699	4	8	3	7	3	605	4

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# CRITICAL READING RESULTS

Test Date: May 2008  
SAU: Windham School Department  
School: Windham High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1161-1180)	2005-2006	11	5	10	5	1079	7
	2006-2007	9	4	6	3	1168	8
	<b>2007-2008</b>	<b>10</b>	<b>5</b>	<b>9</b>	<b>5</b>	<b>1184</b>	<b>8</b>
	Cum. Total*	30	5	25	4	3431	8
<b>Meets the Standards</b> – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1141-1160)	2005-2006	85	39	72	38	5697	38
	2006-2007	91	41	74	39	5714	38
	<b>2007-2008</b>	<b>91</b>	<b>43</b>	<b>86</b>	<b>46</b>	<b>5885</b>	<b>40</b>
	Cum. Total*	267	41	232	41	17296	39
<b>Partially Meets the Standards</b> – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1129-1140)	2005-2006	70	32	59	31	4772	32
	2006-2007	68	30	61	32	4728	31
	<b>2007-2008</b>	<b>65</b>	<b>31</b>	<b>53</b>	<b>29</b>	<b>4093</b>	<b>28</b>
	Cum. Total*	203	31	173	31	13593	30
<b>Does Not Meet the Standards</b> – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2005-2006	54	25	50	26	3595	24
	2006-2007	55	25	48	25	3444	23
	<b>2007-2008</b>	<b>44</b>	<b>21</b>	<b>37</b>	<b>20</b>	<b>3417</b>	<b>23</b>
	Cum. Total*	153	23	135	24	10456	23

# CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008  
SAU: Windham School Department  
School: Windham High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	210	10	5	91	43	65	31	44	21	1141	185	5	46	29	20	1142	14579	8	40	28	23	1141
<b>Ethnicity</b>																						
African American/Black	6	0	0	1	17	3	50	2	33	1134	6	0	17	50	33	1134	248	4	21	27	48	1132
American Indian or Native Alaskan	0										0						94	5	27	28	40	1134
Asian or Pacific Islander	2										2						192	4	35	30	31	1138
Hispanic	1										1						115	5	32	26	37	1136
Caucasian/White	201	10	5	88	44	61	30	42	21	1141	176	5	47	28	20	1142	13930	8	41	28	23	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	20	0	0	1	5	6	30	13	65	1126	17	0	6	29	65	1126	1823	1	9	24	65	1126
No	190	10	5	90	47	59	31	31	16	1143	168	5	51	29	15	1144	12756	9	45	29	17	1143
<b>Current LEP</b>																						
Yes	2										2						488	3	22	24	52	1132
No	208	10	5	91	44	65	31	42	20	1141	183	5	47	29	19	1142	14091	8	41	28	22	1141
<b>Economically disadvantaged</b>																						
Yes	26	0	0	12	46	5	19	9	35	1139	25	0	48	20	32	1139	3545	3	28	30	39	1134
No	184	10	5	79	43	60	33	35	19	1142	160	6	46	30	18	1142	11034	10	44	27	19	1143
<b>Migrant</b>																						
Yes	0										0						5	20	0	40	40	1136
No	210	10	5	91	43	65	31	44	21	1141	185	5	46	29	20	1142	14574	8	40	28	23	1141
<b>Gender</b>																						
Female	111	3	3	52	47	35	32	21	19	1141	98	3	50	28	19	1142	7237	8	42	30	19	1142
Male	99	7	7	39	39	30	30	23	23	1141	87	7	43	30	21	1142	7342	8	38	26	28	1140
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						103	0	9	30	61	1127
No	210	10	5	91	43	65	31	44	21	1141	185	5	46	29	20	1142	14476	8	41	28	23	1141
<b>Gifted/talented program</b>																						
Yes	0										0						295	48	48	4	0	1161
No	210	10	5	91	43	65	31	44	21	1141	185	5	46	29	20	1142	14284	7	40	29	24	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# MATHEMATICS RESULTS

Test Date: May 2008  
SAU: Windham School Department  
School: Windham High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL *					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1161-1180)	2006-2007 2007-2008	2 8	1 4	1 6	1 3	578 637	4 4
<b>Meets the Standards</b> – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1141-1160)	2006-2007 2007-2008	83 79	36 36	72 73	37 37	5481 5508	36 37
<b>Partially Meets the Standards</b> – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1133-1140)	2006-2007 2007-2008	69 76	30 34	56 64	28 33	4754 5065	31 34
<b>Does Not Meet the Standards</b> – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007 2007-2008	79 58	34 26	68 52	35 27	4607 3660	30 25

# MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008  
SAU: Windham School Department  
School: Windham High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	221	8	4	79	36	76	34	58	26	1141	195	3	37	33	27	1141	14870	4	37	34	25	1141
<b>Ethnicity</b>																						
African American/Black	6	0	0	0	0	3	50	3	50	1134	6	0	0	50	50	1134	274	1	12	31	57	1133
American Indian or Native Alaskan	0										0						96	2	24	30	44	1136
Asian or Pacific Islander	3										3						200	8	37	34	22	1142
Hispanic	1										1						120	3	23	32	43	1138
Caucasian/White	211	8	4	76	36	73	35	54	26	1141	185	3	38	33	26	1141	14180	4	38	34	24	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	23	0	0	1	4	3	13	19	83	1131	19	0	5	11	84	1131	1896	0	8	22	70	1130
No	198	8	4	78	39	73	37	39	20	1142	176	3	41	35	20	1142	12974	5	41	36	18	1142
<b>Current LEP</b>																						
Yes	5	0	0	0	0	0	0	5	100	1129	5	0	0	0	100	1129	545	3	16	28	53	1135
No	216	8	4	79	37	76	35	53	25	1141	190	3	38	34	25	1141	14325	4	38	34	24	1141
<b>Economically disadvantaged</b>																						
Yes	32	0	0	8	25	5	16	19	59	1135	31	0	26	16	58	1135	3695	1	22	37	40	1136
No	189	8	4	71	38	71	38	39	21	1142	164	4	40	36	21	1142	11175	5	42	33	19	1142
<b>Migrant</b>																						
Yes	0										0						5	20	20	40	20	1144
No	221	8	4	79	36	76	34	58	26	1141	195	3	37	33	27	1141	14865	4	37	34	25	1141
<b>Gender</b>																						
Female	114	4	4	39	34	44	39	27	24	1141	100	4	35	38	23	1141	7362	3	36	36	24	1140
Male	107	4	4	40	37	32	30	31	29	1141	95	2	40	27	31	1141	7508	5	38	32	25	1141
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						103	0	8	41	51	1134
No	221	8	4	79	36	76	34	58	26	1141	195	3	37	33	27	1141	14767	4	37	34	24	1141
<b>Gifted/talented program</b>																						
Yes	0										0						296	35	59	5	0	1158
No	221	8	4	79	36	76	34	58	26	1141	195	3	37	33	27	1141	14574	4	37	35	25	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# WRITING RESULTS

Test Date: May 2008  
SAU: Windham School Department  
School: Windham High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1161-1180)	2005-2006	12	5	11	6	952	6
	2006-2007	8	4	5	3	937	6
	<b>2007-2008</b>	<b>11</b>	<b>5</b>	<b>11</b>	<b>6</b>	<b>962</b>	<b>7</b>
	Cum. Total*	31	5	27	5	2851	6
<b>Meets the Standards</b> – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1141-1160)	2005-2006	89	40	78	41	6055	40
	2006-2007	100	45	84	44	6167	41
	<b>2007-2008</b>	<b>78</b>	<b>37</b>	<b>71</b>	<b>38</b>	<b>5564</b>	<b>38</b>
	Cum. Total*	267	41	233	41	17786	40
<b>Partially Meets the Standards</b> – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1129-1140)	2005-2006	79	36	63	33	4916	32
	2006-2007	65	29	53	28	4723	31
	<b>2007-2008</b>	<b>75</b>	<b>36</b>	<b>64</b>	<b>35</b>	<b>4679</b>	<b>32</b>
	Cum. Total*	219	34	180	32	14318	32
<b>Does Not Meet the Standards</b> – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2005-2006	40	18	39	20	3221	21
	2006-2007	50	22	47	25	3227	21
	<b>2007-2008</b>	<b>46</b>	<b>22</b>	<b>39</b>	<b>21</b>	<b>3376</b>	<b>23</b>
	Cum. Total*	136	21	125	22	9824	22



# WRITING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008  
SAU: Windham School Department  
School: Windham High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	210	11	5	78	37	75	36	46	22	1140	185	6	38	35	21	1140	14581	7	38	32	23	1140
<b>Ethnicity</b>																						
African American/Black	6	0	0	1	17	2	33	3	50	1131	6	0	17	33	50	1131	248	2	19	30	49	1131
American Indian or Native Alaskan	0										0						94	3	19	38	39	1133
Asian or Pacific Islander	2										2						192	6	30	34	30	1137
Hispanic	1										1						115	2	30	36	33	1136
Caucasian/White	201	11	5	75	37	72	36	43	21	1140	176	6	39	35	20	1140	13932	7	39	32	22	1140
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	20	0	0	2	10	4	20	14	70	1125	17	0	12	18	71	1125	1825	1	7	23	69	1125
No	190	11	6	76	40	71	37	32	17	1141	168	7	41	36	16	1142	12756	7	43	33	17	1142
<b>Current LEP</b>																						
Yes	2										2						488	3	19	29	49	1131
No	208	11	5	78	38	75	36	44	21	1140	183	6	39	35	20	1140	14093	7	39	32	22	1140
<b>Economically disadvantaged</b>																						
Yes	26	2	8	6	23	10	38	8	31	1136	25	8	24	40	28	1137	3546	2	25	35	38	1134
No	184	9	5	72	39	65	35	38	21	1140	160	6	41	34	20	1141	11035	8	42	31	18	1142
<b>Migrant</b>																						
Yes	0										0						5	20	0	20	60	1131
No	210	11	5	78	37	75	36	46	22	1140	185	6	38	35	21	1140	14576	7	38	32	23	1140
<b>Gender</b>																						
Female	111	6	5	48	43	36	32	21	19	1141	98	6	45	31	18	1142	7239	8	43	33	17	1142
Male	99	5	5	30	30	39	39	25	25	1138	87	6	31	39	24	1138	7342	6	34	31	30	1138
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						103	0	7	39	54	1128
No	210	11	5	78	37	75	36	46	22	1140	185	6	38	35	21	1140	14478	7	38	32	23	1140
<b>Gifted/talented program</b>																						
Yes	0										0						295	42	53	4	0	1159
No	210	11	5	78	37	75	36	46	22	1140	185	6	38	35	21	1140	14286	6	38	33	24	1139

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

Test Date: May 2008  
SAU: Windham School Department  
School: Windham High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the science standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL*					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1161-1180)	2007-2008	5	2	4	2	300	2
<b>Meets the Standards</b> – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1141-1160)	2007-2008	95	44	89	46	5927	40
<b>Partially Meets the Standards</b> – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1135-1140)	2007-2008	53	24	44	23	3544	24
<b>Does Not Meet the Standards</b> – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 1100-1134)	2007-2008	64	29	55	29	4988	34

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	15	27	6.42	42.8	6.54	43.6	6.41	42.7
Cluster 2: Physical Sciences	14	25	6.39	45.6	6.58	47.0	6.22	44.4
Cluster 3: Earth and Space Sciences	14	25	5.44	38.9	5.54	39.6	5.04	36.0
Cluster 4: Nature and Implications of Science	13	23	6.78	52.2	6.87	52.8	6.59	50.7

**Cluster 1: Life Sciences**

- A. Classifying Life Forms
- B. Ecology
- C. Cells

**Cluster 2: Physical Sciences**

- E. Structure of Matter
- H. Energy
- I. Motion

**Cluster 3: Earth and Space Sciences**

- D. Continuity and Change
- F. The Earth
- G. The Universe

**Cluster 4: Nature and Implications of Science**

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine's 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MHSA measures a grade span expectation, which can be found at <http://www.maine.gov/education/salt/gles.htm>.

# SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008  
SAU: Windham School Department  
School: Windham High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	217	5	2	95	44	53	24	64	29	1141	192	2	46	23	29	1142	14759	2	40	24	34	1141
<b>Ethnicity</b>																						
African American/Black	6	0	0	1	17	2	33	3	50	1138	6	0	17	33	50	1138	269	0	20	14	65	1134
American Indian or Native Alaskan	0										0						92	1	24	28	47	1138
Asian or Pacific Islander	3										3						199	3	36	25	36	1140
Hispanic	1										1						118	1	26	19	54	1136
Caucasian/White	207	4	2	93	45	50	24	60	29	1141	182	2	48	23	28	1142	14081	2	41	24	33	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	23	0	0	2	9	4	17	17	74	1133	19	0	5	21	74	1133	1879	0	11	17	72	1133
No	194	5	3	93	48	49	25	47	24	1142	173	2	51	23	24	1142	12880	2	44	25	28	1142
<b>Current LEP</b>																						
Yes	5	0	0	0	0	1	20	4	80	1131	5	0	0	20	80	1131	519	1	18	19	62	1134
No	212	5	2	95	45	52	25	60	28	1141	187	2	48	23	27	1142	14240	2	41	24	33	1141
<b>Economically disadvantaged</b>																						
Yes	31	0	0	12	39	7	23	12	39	1138	30	0	37	23	40	1138	3651	1	26	24	49	1137
No	186	5	3	83	45	46	25	52	28	1142	162	2	48	23	27	1142	11108	3	45	24	29	1142
<b>Migrant</b>																						
Yes	0										0						5	20	40	40	0	1146
No	217	5	2	95	44	53	24	64	29	1141	192	2	46	23	29	1142	14754	2	40	24	34	1141
<b>Gender</b>																						
Female	114	0	0	50	44	27	24	37	32	1140	100	0	46	22	32	1140	7277	1	37	26	36	1140
Male	103	5	5	45	44	26	25	27	26	1143	92	4	47	24	25	1143	7482	3	43	22	32	1141
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						100	1	5	22	72	1133
No	217	5	2	95	44	53	24	64	29	1141	192	2	46	23	29	1142	14659	2	40	24	34	1141
<b>Gifted/talented program</b>																						
Yes	0										0						296	13	80	5	3	1152
No	217	5	2	95	44	53	24	64	29	1141	192	2	46	23	29	1142	14463	2	39	24	34	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number